

OVERVIEW

This document is the second in a series of communications designed to support Michigan districts and schools with the transition to the state's next generation assessment system. This new system will create a complete, balanced system to support educators throughout the entire school year. A balanced assessment system provides educators with tools to adjust their daily instruction to student needs and to teach to a higher level of rigor. The system must include three types of assessment; summative, interim, and formative assessment processes to provide feedback and resources throughout the year. Summative assessment measures broad student learning at the end of a school year by comparing performance to state standards. Interim assessment provides indicators of student progress throughout the year by (using pretest/posttest or other models) comparing performance to state standards. Both the summative and interim assessments could be used as one measure of student growth to support local evaluation/accountability systems. Formative assessment processes can provide ongoing feedback to support the adjustment of teaching and learning practices.

This next generation system provides essential types of data and measurement information necessary to support career, college, and community readiness for all students. Major benefits will include:

- *faster reporting of results to educators, students, and parents than paper/pencil testing by leveraging available technology for administration, scoring, and reporting;*
- *supporting local evaluation and accountability systems by providing multiple measures of student growth and achievement;*
- *alignment with Michigan's state standards in all content areas;*
- *instructionally relevant exemplar lesson plans, sample items, and other resources specifically designed to support the formative assessment process.*

Since the first communication document was released in the summer of 2013, Michigan has been engaged in additional, substantive conversation about what standards will be taught in our state's schools and how they will be measured. The Michigan Legislature held a series of hearings and heard from experts and the public about the pros and cons of moving forward with the Common Core State Standards (CCSS) adopted by the State Board of Education in June 2010.

(continued on next page)

Index

Overview	Pg 1
Smarter Balanced	Pg 3
Required Summative Assessments.....	Pg 3
General Assessments.....	Pg 4
Alternate Assessments	Pg 4
English Language Proficiency Assessments.....	Pg 5
Spring 2015 Testing Schedule for Summative Assessments	Pg 5
Interim Assessment and Field Testing Opportunities	Pg 6
K-2 Interim Assessment	Pg 6
Science and Social Studies Interim Assessments (3-HS).....	Pg 7
Interim Assessments Rollout Schedule	Pg 7
Kindergarten Entry Assessment (KEA)	Pg 8
Formative Assessment Process	Pg 9
Planned Assessments and FT Opportunities —Fall 2014.....	Pg 10
Planned Assessments and FT Opportunities —Spring 2015.....	Pg 11
Planned Spring 2015 Operational Assessment...	Pg 12
Planned Transition of Michigan's Required Statewide Assessments	Pg 13

Key Take Aways from this document

- Legislature approved moving forward with Common Core State Standards.
- No Fall 2014 Summative testing.
- All summative assessments for 2014-15 move to the spring.
- Interim assessments will become available in as many grades and content areas as possible based on a phased rollout basis.
- Interim assessments will not be required, but will be offered by the Michigan Department of Education (MDE) as a service to local districts.
- Multiple opportunities for pilot/field testing in Fall 2014 & Spring 2015.*

**Your participation is critical to Michigan's plan to deliver high-quality operational online assessments with faster access to results.*

OVERVIEW (continued)

An essential component of these hearings was in regard to how Michigan would be measuring individual student achievement and growth toward career-and college-readiness in light of these standards. Ultimately, the Legislature overwhelmingly approved moving forward with the CCSS and required the Michigan Department of Education (MDE) to develop a report on assessment options. The report was completed and delivered to the Legislature on December 1st and is available at <http://www.mi.gov/baa>.

Based on the information obtained to develop the report, the MDE is confident that Smarter Balanced is the only viable option to replace, and augment, our current tests in English language arts (ELA) and mathematics, grades 3–8 and 11. However, Smarter Balanced is only one aspect of the statewide assessment system that Michigan must implement in order to support measuring student achievement on state standards. For example, there is no Smarter Balanced assessment in science or social studies; two content areas where Michigan has state standards and is also required to measure student achievement.

There are two additional aspects to implementing this new, comprehensive system, in addition to discussions about what assessments and where they come from. First, this transition is about moving to online assessment as much as possible, primarily so the state can realize the benefits (listed on page 1) for every school, teacher, and student. Second, Michigan will move all summative assessments to the spring. Neither of these facets is new for Michigan. MDE has supported online pilot assessments for the past four school years; for example in fall 2013, over 140,000 operational MEAP or Michigan Interim pilot tests were administered online.

The changeover to spring summative testing (in spring 2015) will result in elementary and middle school students being assessed on learning during the current school year (rather than fall testing which assessed students on learning that occurred the prior school year). Michigan high schools have been administering the summative assessments each spring for a number of years.

The assessments being developed by the Smarter Balanced Assessment Consortium will take the role that MEAP, MEAP-Access, and MME have collectively played for English language arts and mathematics (science and social studies will continue to be assessed with Michigan-developed tests). The Dynamic Learning Maps (DLM) consortium assessments for students with significant cognitive disabilities are intended to replace the MI-Access alternate assessments in English language arts and mathematics (science and social studies will be assessed with Michigan-developed tests). The WIDA ACCESS for ELLs™ assessment has replaced the English Language Proficiency Assessment (ELPA). WIDA also offers an alternate assessment for English learners (ELs) who are also students with significant cognitive disabilities and a placement (screening) tool to help determine eligibility for EL services as well as the appropriate assessment level for each student. Some of these assessment shifts are well underway (e.g., using the WIDA assessments), and some will be emerging over the next couple of years (e.g., Michigan interim assessments for ELA and mathematics for grades K-2, and science and social studies for grades 3-8 and high school). The MDE will continue producing these assessment transition documents at least once per year to support planning at the local level.

Summative Assessment - *measures broad student learning at the end of a school year by comparing performance to state standards. This can be used as one measure of student growth to support local evaluation/accountability systems.*

Interim Assessment - *provides indicators of student progress throughout the year by comparing performance to state standards. This can be used as one measure of student growth to support local evaluation/accountability systems.*

Formative Assessment Process - *provides ongoing feedback and supports the adjustment of teaching and learning practices.*

Smarter Balanced

Beginning in the 2014-15 school year, the Smarter Balanced Assessment Consortium's system of assessments will begin operational use in Michigan and other consortia states. The following details how the Smarter Balanced system is not just an end-of-year summative test, but a complete, balanced system of interim and summative assessments as well as formative tools that can be used year-round to improve instruction.

- *Available throughout the school year will be a digital clearinghouse of tools and examples that educators can use to prepare their students not only for content, but for the Smarter Balanced Assessment experience as well.*
- *Optional Interim Assessments will be computer adaptive assessments that will be available throughout the school year that can be used to monitor student progress on learning and/or to adjust instruction as necessary. These assessments will be modeled after the required summative tests to provide a consistent experience as well as content rigor to prepare the students for the summative assessments. (NOTE: **Interim Assessments available in November 2014 will be fixed form. The first adaptive assessments will be available Spring 2015.**)*
- *MDE will administer the English language arts and mathematics assessments using the content provided by the Smarter Balanced consortium to replace those content area assessments in MEAP, MEAP-Access, and MME.*

Required Summative Assessments

The 2014-15 school year will bring substantial change in state required summative assessments. First, there will be no summative testing in fall 2014. The changeover to spring summative testing (in spring 2015) will result in elementary and middle school students being assessed on learning during the current school year. We will be transitioning all of our assessments to online testing. Paper and pencil will still be offered to schools that are not technology ready, however reports will be significantly later than the reports for the online tests.

General Assessments

The MDE will administer English language arts and mathematics assessments using content provided by the Smarter Balanced Assessment Consortium for the first time in Spring 2015. We will continue to have Michigan developed science and social studies assessments, online, during the spring. Since these tests are now based on learning during the current school year (rather than learning that occurred the prior year), science will be assessed in grades 4, 7, and 11 and social studies will be assessed in grades 5, 8, and 11. It is also anticipated that the Online MI-Access Functional Independence Social Studies Assessment will be offered operationally in the spring of 2015.

The tests included in the assessment plan for English language arts and mathematics will be aligned to the Common Core State Standards; the science and social studies tests will be aligned to Grade Level Content Expectations (GLCEs) and the High School Content Expectations (HSCEs).

Alternate Assessments

MI-Access has served as Michigan's alternate assessment program based on alternate achievement standards. This alternate assessment is intended for students with significant cognitive impairments (approximately 1% of students being assessed). As we transition to a new era of assessments in Michigan, research is being done on the most appropriate way in which to assess this population of students. Dynamic Learning Maps (DLM), a consortium based assessment, currently under field testing, is an option that is being considered for replacing MI-Access in the content areas of English language arts and mathematics. MI-Access will continue to be used for assessing science. Michigan is also working on the development of a MI-Access Functional Independence social studies assessment.

To help districts prepare Individualized Educational Programs (IEP) for students, the following guidelines should be considered.

- *Name of a general assessment is not required on an IEP, however, indicating the required accommodations for the general assessment by content area is required. For example, this may look like the following:*
 - ☐ *General Education Assessment*
 - ◆ *Mathematics: Presentation of items in text to speech format*
- *The name of alternate assessments are required. Until a final determination is made, it is recommended you indicate the assessment program the student took in 2013-2014, followed by the proposed alternate assessment. Note that this does not offer you a choice, but rather indicates that you will be giving the alternate assessment the state has available. Below are examples for different possible students:*
 - ☐ *MI-Access Functional Independence Accessing Print/Expressing Ideas or Dynamic Learning Maps ELA, if available.*
 - ☐ *MI-Access Supported Independence Mathematics or Dynamic Learning Maps Mathematics if available*
 - ☐ *(Enter name of district determined alternate social studies assessment here) or MI-Access Functional Independence Social Studies, if available.*

It is important to note that MI-Access is aligned to the Michigan Extended Grade Level Content Expectations (EGLCEs), Extended Benchmarks (EBs) and Extended High School Content Expectations (EHSCEs). DLM is aligned with DLM Essential Elements. It is recommended that IEPs start examining the Essential Elements, particularly where they intersect with the EGLCEs, EBs, and EHSCEs when looking at development of IEP goals for the coming year.

*** Note:** *Students taking a district determined alternate assessment in social studies and are typically assessed using the MI-Access Supported Independence or Participation levels in other subjects, would continue to take a district determined assessment as they did in the fall of 2013, but will use the spring 2015 testing window in 2014-2015.*

English Language Proficiency Assessments

The WIDA assessment system is Michigan’s solution for assessing the English language proficiency level of potential English learners (ELs) as well as for those students who have already been identified as ELs. The WIDA assessment system is made up of three assessments, the W-APT (screener), ACCESS for ELLs (summative), and Alternate ACCESS for ELLs (summative for ELs who are also students with disabilities).

WIDA plans to transition portions of its assessment system to an online version, which will provide opportunities for Michigan schools to participate in field testing new assessment items. In both spring 2014 and spring 2015, WIDA will be field testing the online English language proficiency assessment ACCESS for ELLs 2.0. Spring 2014 is the administration of the Reading, Writing, and Speaking domains March 3 – June 30. Spring 2015 will be the administration of the Listening domain and additional Reading items January 1 – March 31. For more information on the WIDA ACCESS for ELLs 2.0, go to <http://assets.wceruw.org/implementation/fieldtest.aspx>.

If your school is interested in participating in this field test, you can email baa@michigan.gov. Indicate “WIDA ACCESS 2.0” in the subject line.

Spring 2015 Testing Schedule for Summative Assessments










Spring 2015 testing schedules for all summative assessments are detailed in the table on the following page. The general assessment for grades 3-8 and 11 are shown in the first four rows of the table. The window for these assessments span eight weeks with grades testing within sub windows as specified. The length and position of the eight-week window was selected to (1) allow schools to maximize instructional time prior to testing, (2) avoid traditional spring break weeks, (3) complete the bulk of testing prior to Memorial Day, and (4) provide time for end-of-year activities following testing.

The three-week sub windows for grades 3-8 and the five-week sub window for grade 11 have been assigned to reduce the online testing load that might occur at any one time. This would allow schools with fewer technology resources to test online, provide some measure of flexibility to continue instruction for students who are not testing, and reduce the security risks by limiting the exposure of individual grade and content area tests.


Online testing within each sub window may be scheduled at the discretion of individual schools or districts. However, all schools are encouraged to test students as early as possible in the window, reserving the last week(s) for students who missed some or all of the tests when originally administered. Paper and pencil tests will be administered within the same sub windows as online tests, but with initial and make-up testing dates specified for each grade and content area. A schedule of the specific days for the paper and pencil assessments will be provided within the next few weeks.

The sub window for MI-Access/DLM is seven weeks and is not grade specific. The college entrance and work skills assessments will have assigned testing days and the windows are proposed pending the award of contract(s). The WIDA assessment windows mirror those established for 2014.

Spring 2015 Testing Schedule for Summative Assessments

Week Beginning																		
2/9	2/16	2/23	3/2	3/9	3/16	3/23	3/30	4/6	4/13	4/20	4/27	5/4	5/11	5/18	5/25	6/1	6/8	
Grades 5 and 8 										3 wks								
Grades 4 and 7 											3 wks							
Grades 3 and 6 													3 wks					
Grade 11 												5 wks						
MI-Access / DLM Alternate Assessment 										7 wks								
College Entrance 					TBD*													
Work Skills 					TBD*													
WIDA Access for ELLs 	7 wks																	
WIDA Alternate Access for ELLs 	7 wks																	

*Bids are currently being evaluated. As soon as a contractor is identified, windows will be finalized. These windows are based on the anticipation that current practice will continue.

 Paper and pencil tests will be administered within the same sub windows as online tests, but with initial and make-up testing dates specified for each grade and content area. A schedule of the specific days for the paper and pencil assessments will be provided within the next few weeks.

Icon Legend



Paper/Pencil Assessment



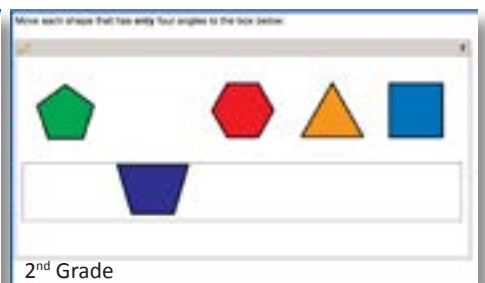
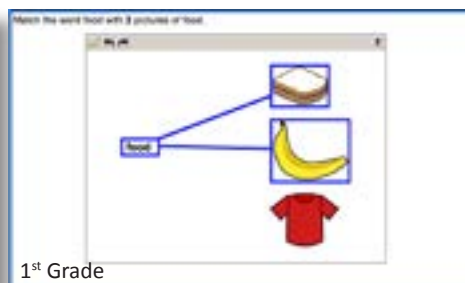
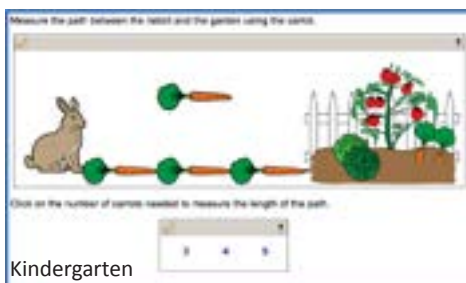
Online Assessment

Interim Assessment and Field Testing Opportunities

K-2 Interim Assessment Pilot

The K-2 Interim Assessments are online, pre/post assessments aligned to the Common Core State Standards in ELA and mathematics which, when operational, may be used as one measure of student growth. These assessments are colorful and include developmentally-appropriate, technology-enhanced items to increase student engagement.

Additionally, the use of audio for students in kindergarten and first grade is integrated so that the test items are read to the students using an actual human voice. These exciting, new assessments were piloted for the first time in Spring 2014. Approximately 450 schools registered to participate in this spring pilot which is a reflection of the high level of interest in these assessments statewide.



Technology-Enhanced (TE) items employ student interaction to assess content, cognitive complexity, and Depth of Knowledge not assessable otherwise. The K-2 Interim Assessments take advantage of basic TE item interactions such as select object, drag and drop, and matching. Wherever possible, TE interactions used in the K-2 Interim Assessments mimic the use of manipulatives commonly used in classroom instruction. The ultimate goal of TE items is to provide better measurement of student knowledge and skills through technology.

Science and Social Studies Interim Assessments (3-HS)

For the 2014-15 school year we are continuing in our development phase of our interim assessment system in science and social studies. We are hoping to transition from the pilot test phase into a larger scale field-test phase where we will field-test the science and social studies interims in a format very similar to what their operational design will be. This will allow us to move beyond the stage of testing items, into a stage of testing the instrument as a whole.

We plan to focus our efforts on the high school science and social studies interims to prepare them for operational use starting in the fall of 2015. Participation in these will continue to prepare our schools for online interim assessment. As with the pilot tests student level data will not be reported for any field tests, nor will it be included in any accountability measures.

For more information on the Michigan Interim Assessment Programs, go to
http://www.michigan.gov/mde/0,4615,7-140-22709_63192---,00.html.

Interim Assessments Rollout Schedule

Due to the large quantity of interim assessments in development we have found it necessary to create a phased schedule of operational release of these assessments. The schedule has been created based on current status of development and estimated appropriations. We anticipate our complete suite of interim assessments to be operational by the 2017-18 school year.

General Interim Assessments Rollout Schedule by Year of Operational Launch**

Test Area	Grade												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Mathematics	2015-16	2015-16	2015-16	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15*	2014-15*	2014-15*	*
English language arts	2015-16	2015-16	2015-16	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15*	2014-15*	2014-15*	*
Science	-	-	-	2017-18	2017-18	2017-18	2017-18	2017-18	*	*	*	*	*
Social Studies	-	-	-	2017-18	2017-18	2017-18	2017-18	2017-18	2017-18	*	*	*	*

*Michigan Merit Curriculum specific interims discussed separately.

**Phased rollout schedule dependent on appropriations.

Michigan Merit Curriculum Specific Interim Assessments

Test Area	Year
Mathematics Algebra I, Algebra II, Geometry, Probability & Statistics	2016-17
English language arts English 9, English 10, English 11, English 12	2016-17
Science Biology, Chemistry, Physics, Earth Science	2015-16
Social Studies U.S. History + Geography, World History + Geography, Civics, Economics	2015-16

Kindergarten Entry Assessment (KEA) — Fall 2014

Michigan's Kindergarten Entry Assessment (KEA) is an authentic observational system (provided by Teaching Strategies GOLD[®]) for assessing children in the first 45 days of kindergarten. The KEA will provide teachers and parents with important criterion-based information about a child's learning and development in six domains at the beginning of kindergarten so that teachers can inform individual instruction and parents can provide learning opportunities beyond the school day.

The domains assessed include:

- *Mathematics*
- *Literacy*
- *Language*
- *Approaches toward Learning/Cognitive*
- *Social and Emotional Development*
- *Physical and Motor Development*

The KEA assessment allows teachers to look closely at student skills and behaviors to get a picture of the whole child. It focuses on collecting and documenting information that is most important in predicting future school success. It evaluates student skills and behaviors along a continuum of learning progressions for each item assessed. It helps teachers use data to inform their instruction and determine intervention strategies that will increase their students' learning trajectories. It allows teachers to generate parent reports that include helpful activities for parents to use at home that are directly tied to the student's instructional needs and provides parents with a portal that allows them to access the assessment data and information through the Teaching Strategies GOLD[®] website.

For more information on the KEA assessment, go to <http://www.mi.gov/kea>.





Formative Assessment Process



Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning in order to improve students' achievement of intended instructional outcomes¹. In Spring 2014 current Formative Assessments for Michigan Educators (FAME) learning teams will have the opportunity to reflect on their professional learning and establish team learning goals for next year. Michigan State University (MSU) is assisting the FAME project in exploring the effectiveness of the project model as well as contributing to a growing body of research on the implementation of formative assessment. In the 2014-15 school year, a seventh cohort of Formative Assessment for Michigan Educators (FAME) project will be formed. Up to 100 new learning teams will have an opportunity to explore the formative assessment process through classroom-based learning opportunities. For more information on the FAME project, including recent presentations and articles on the MSU research, please see www.michigan.gov/formativeassessment.

As part of the Smarter Balanced Assessment Consortium, Michigan educators will have access to an online library of professional development materials, resources, and tools aligned to the Common Core State Standards. The Digital Library will include a series of assessment literacy and exemplar instructional modules that will highlight the formative assessment process. It will also contain vignettes of sound formative assessment practices and sample tools used in formative assessment. In addition, the Digital Library will have an interactive component, allowing users to provide feedback and to share their expertise with educators across the state and across the Consortium.




¹From the CCSSO FAST SCASS, Attributes of Effective Formative Assessment, 2008

Planned Assessments and Field Test Opportunities — Fall 2014

	Grade Level	Subjects	Fall 2014 Test Window	Test Mode
KEA	K	Mathematics Literacy Language Approaches toward Learning/Cognitive Social & Emotional Development Physical & Motor Development	First 45 Days	Observation
W-APT Screener	K-12	English Language Development	Year Round	
INTERIM				
Smarter Balanced	3-8 & 11	English Language Arts Mathematics <i>(based on Common Core State Standards)</i>	Operational—fixed form Available in November	
Michigan-Developed	K-2	English Language Arts Mathematics <i>(based on Common Core State Standards)</i>	Fall 2014 Pilot/Field Test	
Michigan-Developed	HS	Biology Chemistry Earth Sciences Physics Civics Economics U.S. History & Geography World History & Geography <i>(based on Michigan Merit Curriculum and High School Content Expectations)</i>	Fall 2014 Pilot/Field Test	

Icon Legend	
	Paper/Pencil Assessment
	Online Assessment

Planned Assessments and Field Test Opportunities — Spring 2015

Optional	INTERIM	Grade Level	Subjects	Spring 2015 Test Window	Test Mode
	Michigan-Developed	K-2	English Language Arts Mathematics <i>(based on Common Core State Standards)</i>	Spring 2015	
	Michigan-Developed	HS*	Biology Chemistry Earth Sciences Physics Civics Economics U.S. History & Geography World History & Geography <i>(based on Michigan Merit Curriculum and High School Content Expectations)</i>	Spring 2015	
	English Language Proficiency Assessment				
	WIDA ACCESS 2.0	1-12	Listening Reading	Spring 2015	

* possible ELA/Mathematics course pilots

Icon Legend	
	Paper/Pencil Assessment
	Online Assessment

Strong participation in these Interim Assessment Pilots is critical to Michigan's ability to implement an operational Interim Assessment Program in the 2014-15 school year. The operational assessments will provide schools with student-level data which can be used for instructional purposes and as one measure of student growth for local accountability and evaluation systems.

Planned Spring 2015 Operational Assessments

	SUMMATIVE	Grade Level	Subjects (Estimated Testing Times, if available)	Spring 2015 Test Window	Test Mode
Required	General Assessments				
	Smarter Balanced	3–8 & 11	English Language Arts* (grades 3-8 = 4 hrs each; 11 = 4.5 hrs) Mathematics* (grades 3-5 = 3 hrs each; 6-8 = 3.5 hrs; 11 = 4 hrs) <i>(based on Common Core State Standards)</i>	Spring 2015	
	Michigan-Developed	4, 7 & 11 5, 8 & 11	Science (grades 4 and 7 = 1.5 hrs each; 11* = 1.5 hrs) Social Studies (grade 5 = 1.4 hrs; 8 = 1.5 hrs; 11* = 1.5 hrs) <i>(based on Michigan’s Grade Level/High School Content Expectations)</i>	Spring 2015	
	College Entrance & Work Skills	11	More information will be provided later this year.	Spring 2015	
	Alternate Assessments				
	DLM	3–8 & 11	English Language Arts Mathematics <i>(based on DLM essential elements - linked to Common Core State Standards)</i>	Spring 2015	
	Michigan-Developed	4, 7 & 11 5, 8 & 11	Science Social Studies-FI only <i>(based on extended standards)</i>	Spring 2015	
	English Language Proficiency Assessment				
	WIDA ACCESS for ELLs	K–12	English Language Development Listening (25 minutes - group administered) Reading (35 minutes - group administered) Writing (60 minutes - group administered) Speaking (15 minutes - individually administered) <i>(60 minutes total for Kindergarten Listening, Speaking, Reading, and Writing-all individually administered)</i>	Spring 2015	
	WIDA Alternate ACCESS for ELLs	1–12	English Language Development Listening (20 minutes - individually administered) Reading (20 minutes - individually administered) Writing (20 minutes - individually administered) Speaking (20 minutes - individually administered) <i>Test available beginning in the 1st grade</i>	Spring 2015	
W-APT Screener	K–12	English Language Development	Year Round		
Optional	INTERIM				
	Smarter Balanced	3–8 & 11	English Language Arts Mathematics <i>(based on Common Core State Standards)</i>	Computer Adaptive Testing (CAT) Spring 2015	

* Testing times are estimates at this time. After any field-testing is complete testing times will be evaluated.

Icon Legend

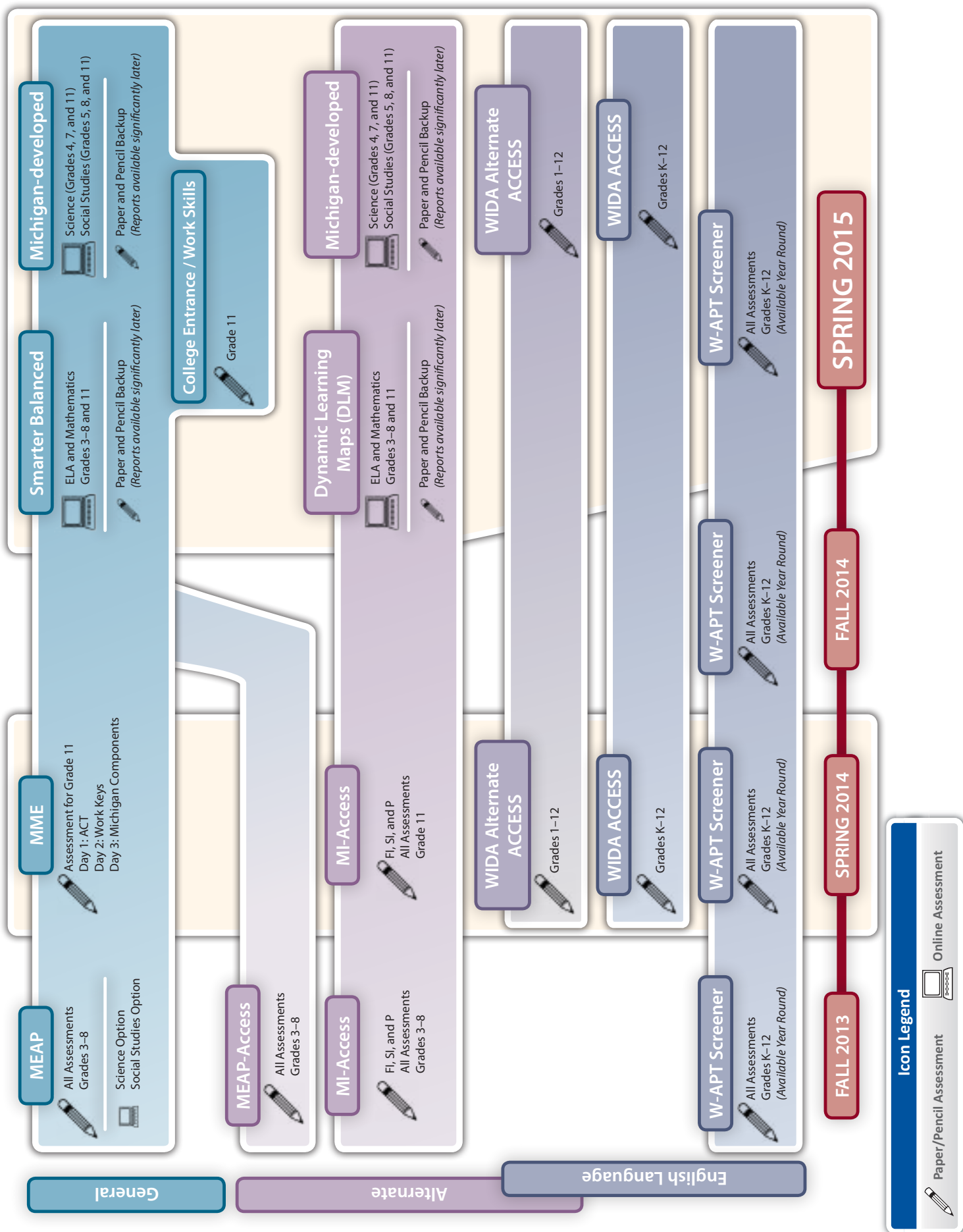


Paper/Pencil Assessment



Online Assessment

Planned Transition of Michigan's Required Statewide Assessments



2014-15
Michigan
Statewide
Assessments
Transition

If you have questions about the future of K-12 assessments in Michigan that are not addressed in this document, please send your questions to:

baa@michigan.gov



Office of Standards and Assessment (OSA)

Phone: 1-877-560-8378

Website: www.michigan.gov/baa

Email: baa@michigan.gov